

Wardley CE Primary School Remote Learning Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	October 2022
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	October 2023

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

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1. Aims

The DFE set out a clear expectation that where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, that schools have the capacity to offer immediate remote education. Schools are expected to have a strong contingency plan in place for remote education provision.

This remote learning policy sets out how Wardley CE Primary school is able to meet this expectation. Our policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

All members of our school community have a part to play in successfully meeting the aims of our remote learning policy.

There are three potential reasons for pupils to have to work from home and these are:

- **Scenario A - Independent Learning:** A pupil has to go for a test and / or is waiting for a result. This will usually be for 48/72 hrs
- **Scenario B - Parallel Learning:** A pupil has to self-isolate due to testing positive.
- **Scenario C - Full Remote Learning:** A pupil has to self-isolate due to being a positive case and bubble has to isolate.

The school will take a graduated approach to supporting children based upon the above scenarios.

2.1 Teachers

When providing remote learning, teachers must be available between the normal hours for directed time (8.30am to 3.15pm).

Teachers are not expected to respond that day to any remote learning messages/work that are sent to them after 4pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. This procedure is set out in the 2022/23 Staff Handbook.

When providing remote learning, each class teacher is responsible for the remote learning of the pupils in their class.

When providing remote learning, teachers are responsible for setting work in line with National Curriculum expectations. They should follow the agreed planning for each subject as closely as possible and ensure that there is appropriate curriculum coverage in line with the subject medium term plans.

If remote learning is required teachers will adapt teaching and learning to reflect outlined scenarios in the following way.

INDEPENDENT LEARNING - Pupil is symptomatic and waiting for a test.

Academic Support

- A4 independent learning guide sheet provided to parents/carers (either when they collect their child or e-mailed out to them) detailing supporting websites and online materials that can support their child's learning whilst at home.
- The work is independent and does not require any handing in of resources/work.

Feedback/Assessment

- Work will not require feedback directly. The impact of the remote independent learning will be measured through subsequent work the pupil does in the school's catch up curriculum.

Online Contact

- There is no requirement to arrange online meetings with pupils at this point.
- School communication with the family whilst awaiting the test result will be maintained by the school office. If any safeguarding concerns are raised during this communication then they must be recorded and passed onto one of the designated safeguarding persons following the school's safeguarding policy.
- Parents are expected to inform the school of any test result at the earliest possible moment through the school's normal communication channels.
- Teachers are not expected to answer emails from parents and pupils instantly or outside normal working hours.

Expectations

- Tasks are there to support parents & carers, there is no expectation of completion.

PARALLEL LEARNING - Pupil has a positive test and is self-isolating for 10 days.

Academic Support

- Whilst an individual pupil is self-isolating they will be provided with a remote learning pack and a copy of the A4 independent learning guide sheet.
- These packs are set up by each class teacher and set out specific lessons/activities to provide daily work for two school weeks. This work will cover the full range of the curriculum. The daily activities will be for: maths, arithmetic, comprehension, SPaG, spellings (yr grp common exception words), times tables and reading. Pupils in KS2 should access My Book Blog where they can continue with their reading tasks and the class teacher can respond to their comments. All pupils will also have a half termly project that they should get on with whilst at home. There should be an overview sheet setting out the work schedule for the two school weeks. In addition there will be a copy of the A4 independent learning guide sheet detailing the independent learning the pupil can do alongside the parallel learning and weekly homework tasks can be accessed via Google Classroom.
- The master copies of the remote learning packs are held by the school office.
- This work pack can be collected from the school office. If this is not possible it can be dropped off by a member of school staff at the pupil's home.

Feedback/Assessment

- The pupil should bring the work back into school when they return to school for it to be reviewed and assessed by the class teacher.
- The impact of the remote parallel learning will also be measured through subsequent work the pupil does in the school's catch up curriculum.

Online Contact

- The class teacher will ask the school office to text the family with a specific time at least twice per week to arrange a class 'Meet' so that the child at home can keep in touch with the class and their teachers. This will support the child's mental health and well-being as well as give the child an opportunity to ask questions. KS2 staff should also arrange for the child to be available for the weekly class read slot so that they do not miss out on vital sections of the class text.

Expectations

- Tasks/activities provided should support learning for two to three hours per day.
- Submission of all the parallel learning that the pupil has completed upon their return to school.
- There is no set expectation about the amount of work that is completed - the school is sympathetic to individual family circumstances and will work in partnership with the family to achieve the best support and outcome for the pupil.

REMOTE LEARNING - The class bubble has been asked to isolate.

Academic Support

- Daily work will be set by the class teacher for the whole bubble through Google Classroom that continues to teach the national curriculum as it would be in school. The amount of remote learning that a pupil is given each day will depend upon their age: EYFS pupils will receive 2.5 hours; KS1 pupils will receive 3 hours and KS2 pupils will receive 4 hours.
- Each teacher will be expected to provide at least 3 remote learning activities per day: Maths, English and one of the other subjects. Teachers should follow their normal timetable where possible.
- There will be a weekly PSHE session. This should focus on the PSHE curriculum, supporting the pupil's well-being and seeing how they are following the 'Wardley Way' at home.
- There will be a weekly collective worship sheet to support the pupils at home.
- Each day there will be opportunities for the pupils to attend a live on-line meetup with the class teacher through Google Meet. This will enable the class teacher to explain what they want the children to do, give a teaching input and enable the children to ask them any questions that they have about the learning. If the activity is a follow-on from a previous lesson some general verbal feedback (not to individual pupils) can also be given. The timing of these Google Meets are shown below:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
10am GROUP 1 KEY SKILLS Phoncs/Maths focus on alternate days.	9.45am ENGLISH	9am ENGLISH	9.30am ENGLISH	9am ENGLISH	9am ENGLISH	10am ENGLISH & MATHS
10.30am GROUP 2 KEY SKILLS Phoncs/Maths focus on alternate days.	11am MATHS	11am MATHS	11am MATHS	11am MATHS	11am MATHS	
1.30pm GROUP 1 WIDER SKILLS Speaking & listening	1pm FOUNDATION SUBJECTS	1pm FOUNDATION SUBJECTS	1.30pm FOUNDATION SUBJECTS	1pm FOUNDATION SUBJECTS	1.15pm FOUNDATION SUBJECTS	1.30pm FOUNDATION SUBJECTS
2pm GROUP 2 WIDER SKILLS Speaking & listening						

- The daily activities will be set for the pupils via Google docs in Google classroom. These will be turned in by the KS1/2 pupils for the teacher to view and assess when they have completed them. The responses to the tasks for the EYFS pupils can be uploaded by their parents & carers onto the 'Evidence Me' App.

- The pupils' learning will also be supported by the class teacher through video recordings and other resources that are posted onto Google Classroom.
- For the pupils in the EYFS there will also be weekly packs of practical materials & tasks that can be collected from the school office. All the evidence of the work completed by the EYFS pupils can be submitted by parents & carers onto the 'Evidence Me' App for the class teachers to review. This will help inform their on-going assessment judgements.
- The Google Classroom guide for staff produced by the school explains the details on how this remote learning will be done. All parents and carers have also been sent a parent guide, this document is also posted on the school website.

Feedback/Assessment

- The KS1/2 teachers will view all the work that has been turned in by the pupils. They are able to highlight sections of the pupil's work and make comments about how to improve it. They can also add a final comment about the entire piece if you want to. This feedback will then be returned to the pupil through Google classroom. Pupils are then able to correct, edit and improve their work before returning it to the class teacher.
- The EYFS staff will assess the evidence submitted by parents & carers using the 'Evidence Me' App.
- On-going feedback will also be given to the pupils through the daily Google Meets.
- Feedback on writing will be done as it normally is in school. Class teachers can highlight words, sentences, areas where there is missing punctuation etc. When they highlight it, a 'comment box' will appear so that they can type a message to explain why you have highlighted it eg. excellent vocab. There is also the 'overall' comment box for the teachers to use. Just as we do in school, teachers are not expected to mark everything within the writing and a piece of writing can be developed and edited over the course of a few days.
- The math's work can be self-marked by the pupils, but they should 'turn it in' before they mark it.
- Each piece of work must also be 'graded'. If it is not graded then it doesn't appear on the folder as complete. The grade is out of 100 (though the teacher can change this). Normally teachers should use the range to a 100, and consider grades in quintiles: 60/100 + means that the work is appropriate and they've completed it satisfactorily, 80/100+ means that the work is particularly good and has additional features. Teachers should use the lesson's success criteria to assess whether the children have met it or not.
- The impact of the remote learning will also be measured through subsequent work the pupil does in the school's catch up curriculum.

Online Contact

- The class teachers will follow the daily schedule of Google Meets that is outlined above.
- The EYFS class teachers will meet with their pupils in smaller groups each morning and afternoon, as outlined above. These online sessions will all be more interactive and teaching focused with speech and language being a key focus throughout.
- Class teachers will monitor the pupil's engagement with the remote learning on a weekly basis. If a pupil from the class is not accessing the remote learning via Google classroom then the class teacher must make a welfare phone call using the class phone to discuss the reasons for this.
- Class teachers will also set up small group 'Meets' so that they can have open conversations with the children on a regular basis. The class should be divided by the class teacher into groups of ten pupils. Each group will then have a short meet Meets - lasting about twenty minutes. This will allow a personal catch-up and well-being session for each week. If any safeguarding concerns are raised during this meeting then they must be recorded and passed onto one of the designated persons following the school's safeguarding policy.

Expectations

- Tasks/activities provided should reflect the school's normal curriculum and enable the remote delivery of all subjects in line with the national curriculum.
- Engagement by all pupils in the daily online Google Meets
- Engagement by all pupils with the daily activities set in Google classroom.
- The tasks/activities provided should support the appropriate amount of learning for the phase, as set out above.
- The expectation is that pupils will engage with the remote learning and submit the completed work. The class teachers will monitor the pupil's engagement with the remote learning on a weekly basis. If they have a concern about a pupil's level of engagement then they will make contact with the family to discuss why. The school is sympathetic to individual family circumstances and will work in partnership with the family to achieve the best support and outcome for the child.

Procedure for staff attending virtual meetings

When staff are attending virtual meetings with staff, parents and pupils they must follow the staff code of conduct and the acceptable use policy. The school dress code should be followed and there should be an appropriate professional location for the online lessons and

meetings. Staff should avoid areas with background noise and there should be nothing inappropriate in the background.

Procedure for if the class teacher is too ill to undertake online remote learning

If a class teacher is unable to carry out remote learning from home because they are too ill then they must follow the absence recording procedure and inform a member of the SLT. The work for the class will then be set using the remote learning packs held in school.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for the period of their normal working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. This procedure is set out in the 2022/23 Staff Handbook.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting the class teacher that they are linked to. The teaching assistant should liaise with the class teacher to discuss what this support might be. It could include tasks like:
 - Providing support and feedback to specific pupils via Google classroom
 - Attending virtual meetings with the class teacher and pupils. This is also part of good safeguarding practice with online learning as it means two school based staff are present.

Procedure for staff attending virtual meetings

When staff are attending virtual meetings with staff, parents and pupils they must follow the staff code of conduct and the acceptable use policy. The school dress code should be followed and there should be an appropriate professional location for the online lessons and meetings. Staff should avoid areas with background noise and there should be nothing inappropriate in the background.

2.3 Subject leads

Alongside their class teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject. This will be done through half-termly staff meeting focused on remote learning and by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

- The SENCO will oversee the remote learning provision for the pupil's on the school's special needs register

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – our school coordinator is the deputy headteacher.
- Monitoring the effectiveness of remote learning – This will be done through half-termly staff meeting focused on remote learning and by reviewing work set.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSLs must:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, in relation to remote learning especially new and part time staff.
- New staff and supply teachers will receive school-based safeguarding and child protection training at induction.
- Decide upon the appropriate level of response to specific concerns about a child that may arise from remote learning e.g. discuss with parents, or refer to the Bridge Partnership.
- Liaise with other school staff especially pastoral support staff, school nurses, IT Technicians, SENCOs and Senior Mental Health Leads.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Monitor the well-being, academic achievement and progress of all pupils who have a social worker.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working on-line at home
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

2.6 IT support staff

The school has IT support provided by the staff at RM through the service level agreement that the school has.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from the class teacher
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the remote learning co-ordinator (Mrs K. Walker), the relevant subject lead, or SENCO (Mr D. Foster).
- Issues with behaviour – talk to a member of the SLT: Mr M. Foster or Mrs K. Walker.
- Issues with IT – talk to the office staff or remote learning co-ordinator, Mrs K. Walker, who will liaise with RM.
- Issues with their own workload or wellbeing – talk to a member of the SLT: Mr M. Foster, Mrs K. Walker or Mrs K. Flanagan.
- Concerns about data protection – talk to the data protection officer: Mrs B. Mayo.
- Concerns about safeguarding – talk to one of the DSPs: Mr M. Foster, Mrs K. Walker or Mr D. Foster.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access the data via a secure cloud service (Google classroom)

4.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device using to access the cloud locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Ensuring that the school's safeguarding policy is implemented effectively in all aspects of the school's remote learning practice.

6. Monitoring arrangements

This policy will be reviewed on a termly basis by the SLT. The outcomes of every review will be discussed and approved by the school effectiveness sub-committee of the governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy